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ABSTRACT

This teaching unit, Working, is one in a series of guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. These five lessons about working discuss the desirability of being a productive person, give information about a variety of jobs available and relate skills learned in school to skills used on various jobs. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4--CE 025 766-789.) (MEK)

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ED187991

OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS
Division of Instructional Services

Project CHOICE
#108

A CAREER UNIT FOR GRADES 3 AND 4
(useable in grades 1 and 2)

WORKING

September, 1979

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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WORKING

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WORKING

RATIONALE

The children are interested in and have had experience with various community workers. Through this unit the children will become aware of their own educational experiences as they relate to realistic situations, and they will become aware of the relationships between school-learned skills, career preparation, and daily living.

GOALS

The pupil goals of the introductory unit are to:

-Become aware of the desirability of being a productive person.

-Become familiar with a range of jobs available. Information regarding knowledge, skills, and training requirements, job advantages, disadvantages, and importance to society will be included

-Relate skills learned in school to skills used on various jobs.

PERFORMANCE OBJECTIVES

The pupils will be able to:

-List at least two reasons people work.

-Tell about at least two kinds of work. They will tell something about the skills needed, training requirements, and factors they might like or dislike about the work.

-Name at least three skills necessary in order to do a particular kind of work.

-List at least two reasons a person might choose one kind of work over another.

-Take a task card, complete it, and do a simple research paper in career education.

ENTRY LEVEL ASSESSMENT

Use this informal inventory to determine the class awareness of work.

1. Why do people work?
2. What are some reasons a person would choose one job or career over another?

3. Tell why you would need the training you have had in school to do a job well.

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment should be utilized in this introductory unit:

-Library books as listed
-Tapes and tape recorder
-Newspapers and magazines
-A variety of art materials
-Set of task cards

Books:

Title	Level	Author
Our Friendly Helpers	K-2	E. Hoffman
Fathers at Work	1-3	R. Radlauer
City Workers	1-3	J. Rowe
Busy Bodies - The Busy ABC's	K-2	C. Bowman
This Is A Town	K-2	P. Curren
We Wonder What Will Walter Be When He Grows Up	K-3	C. Johnson

AVAILABLE IN INSTRUCTIONAL RESOURCE CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations.)

Films: MP 5750 Blue Dashiki

COMMUNITY RESOURCES

The following resource persons may be utilized in this introductory unit:

-Parent groups
-School personnel

INSTRUCTIONAL STRATEGY: LESSONS 1-6

Lesson 1

PURPOSE — To develop the children's awareness of the inherent benefits to themselves and others of being productive.

MATERIALS

1. Task Cards 2 and 3
2. Film or filmstrip about community helpers.
   Suggested film: Blue Dashiki - Jeffery and his City Neighbors, #5750 (Available from Instructional Resource Center, Office of Kern County Superintendent of Schools)

INTRODUCTION — Tell the pupils: "Today we will talk about various kinds of jobs. We will find out how people feel when they create a product or perform a service. We want to talk about how they feel when others (customers) enjoy the product or service."

CLASS ACTIVITIES

1. Class discussion
2. Small groups using task cards
3. View films and filmstrips

SUMMARY

1. Summarize the films and filmstrips
2. Hear individual reports from groups using task cards

Lesson 2

PURPOSE To develop children's awareness of a variety of jobs and the knowledge, skills, and training necessary to their performance. The advantages and disadvantages of each job and the job's importance to society will also be explored.

MATERIALS Pupil Awareness Inventory.

INTRODUCTION Tell the pupils: "Today we are going to try to find out about as many different kinds of jobs as we can." By a show of hands, determine how many pupils know an adult who is a teacher, nurse, carpenter, sales person, truck driver, and so on. Encourage children to name as many different kinds of jobs as they can.

CLASS ACTIVITIES

1. Do the Pupil Awareness Inventory as a group.
2. Have pupils fill in the last part of the Inventory individually.

SUMMARY

1. Discuss the information gathered.
2. Make a composite list of jobs not listed on the Pupil Awareness Inventory.

Pupil Awareness Inventory

This inventory is designed to stimulate interest. It will be for the child's use only to show awareness of jobs available.

Name _____ Date _____

As the teacher reads the following list of occupations, place a check beside the ones you have heard of and the ones you could describe fairly accurately.

	I have heard of this occupation	I can describe what a person in this occupation does.	I know someone who works at this job.
Beautician			
Principal			
Barber			
Sanitation Worker			
Teacher			
Plumber			
Judge			
Home Economist			
Pharmacist			
Firefighter			
Attorney			
Sports Writer			
Physician			
Coach			
Counselor			
Forest Ranger			
Bank Teller			
Musician			

Cashier			
Carpenter			
Police Officer			
Artist			
News Commentator			
Clergyman			
Student			
Veterinarian			
Librarian			
Cement Mason			
Clerk/Typist			
Store Manager			
Insurance Broker			
Military			
Interior Decorator			
Route Sales person			
Dentist			
Secretary			
Custodian			

What jobs do you know about that are not listed here?

Lesson 3

PURPOSE

To continue to develop children's awareness of a variety of jobs and the knowledge, skills, and training necessary to their performance. The advantages and disadvantages of each job and the job's importance to society will continue to be explored.

MATERIALS

1. Interview sheets.

2. Large chart paper.

INTRODUCTION

Tell the pupils: "Today we will interview an adult who can tell us details about his job. First we must discuss just what an interview is." (Hold discussion.)
"Here is a large sample of your interview sheet. Each of you will have your own interview sheet. You can start with ME as your first interview."

CLASS ACTIVITIES

Interview the teacher. Each child will record findings on his interview sheet as the teacher records information on the large sample.

CLASS ASSIGNMENT

Interview one adult before you come to school tomorrow morning.

SUMMARY

1. Review the information gathered during the interview.

2. Go over the plan for interviewing a parent or friend.

INTERVIEW SHEET

Information from the interview sheets will be transferred to the large sheet on the bulletin board. The pupil interview sheets will be kept in a folder for future reference.

1. Tell about your job. _____

_____

2. Tell some of the things that you do on your job. _____

_____

_____

3. What do your like most about your job? _____

_____

_____

4. How do you feel about the pay you get? _____

_____

5. How do you feel about what you learn from your job? _____

_____

_____

6. Tell what you had to do to be able to get your job. _____

_____

_____

7. Tell why your job is important to other people. _____

_____

_____

8. What are some things that you dislike about your job? _____

_____

_____

9. If I wanted to have a job like yours, what things should I begin doing to get ready for it? _____

_____

Lesson 4

PURPOSE

To develop children's ability to illustrate their awareness of the relationship of various (school-learned) skills to their job situations.

MATERIALS

1. Master list of jobs from Lesson 2.
2. Large sheet of butcher paper.
3. Task Cards 4, 5 and 14.
4. Sample Skills reference sheet, next page.

INTRODUCTION

Tell the pupils: "In our last two lessons we talked about many different kinds of jobs. We interviewed people to find out more about the kind of work they do. Today we will begin to determine how the things we learn in school can help us do these various jobs well."

CLASS ACTIVITIES

1. On butcher paper, list three of the general skill areas as headings.* Develop class understanding of their meanings; then encourage the children to list as many school skills as possible under each heading. (Some will overlap.) Use Task Card 4.
2. On the master list of jobs, indicate which specific school-learned skills would be used in the performance of each job. (This could be done as a class activity.)
3. Each child could perform the above activity using his own interview sheets.
4. Use Task Cards 5 and 14.

SUMMARY

Hear individual reports from children using task cards or their own interview sheets.

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* Three general school-learned skill areas:

academic social artistic

SAMPLE SKILLS

(Lesson 4)

Academic	Social	Artistic
Reading	Getting along with others	Keeping room/desk clean, attractive, and orderly
Spelling	Sharing	Drawing
Math	Helping others	Drama
Writing	Listening	Dancing
Listening	Cooperating	Singing
Speaking	Making decisions	Playing instruments
Language	Working with groups	
Social Studies Research	Practicing independence or self-direction	
	Friendship	
	Following directions	

Lesson 5

PURPOSE

To develop children's ability to demonstrate an understanding of how various motivational factors affect the choice of an occupation. They will be able to apply this understanding to specific careers. Motivational factors should include security, promotion, prestige, opportunity for adventure or excitement, and opportunity to create, help, improve, and discover.

MATERIALS

1. Films or filmstrips about people who work (to see suggested films and filmstrips, please refer to section: Available From Instructional Resource Center, Office of The Kern County Superintendent of Schools.)
2. Pictures and study prints about workers (see suggested films and filmstrips, County Superintendent of Schools,)
3. Magazine and newspapers.
4. Optional: Personal Preference Inventory, next page.

INTRODUCTION

Tell the pupils: "Today we will be discussing why people work and why they select the particular jobs they do." Solicit questions from pupils.

CLASS ACTIVITIES

1. As a class, the children volunteer responses to the questions presented in the introduction. These responses can be recorded on the chalkboard or taped.
2. View films, filmstrips and study prints and try to determine why the people involved in particular jobs selected that kind of work.
3. Find pictures in newspapers or magazines of people working. In one sentence, tell why you think the person selected that kind of job.
4. Optional: take Personal Preference Inventory.

SUMMARY

Review concept: why people work.

PERSONAL PREFERENCE INVENTORY

(May be used with Lesson 5.)

THINGS I LIKE TO DO--

	Yes	No
1. I like to be with people most of the time.		
2. I like to do things by myself.		
3. I like to make things other kids can look at and use.		
4. I like to talk with other kids.		
5. I like to think.		
6. I like to put my ideas on paper.		
7. I like to work with numbers.		
8. I like to read.		
9. I like to write stories.		
10. I like to do homework.		
11. I like to help people to be happier.		
12. I like to discover new things.		
13. I like to make pretty pictures.		
14. I like to work on school activities.		
15. I like to play and work outdoors.		
16. I like to collect things.		
17. I like to move around a lot.		

Lesson 6

PURPOSE

To enable pupils to assess how much they've learned about work, job selection, and skills necessary to do a job.

MATERIALS

1. Task Cards.
2. Tape recorder.
3. Tape from pretest.
4. Entry Level Assessment.

INTRODUCTION

Tell the pupils: "Today we will find out how much we've learned about work and working. Let's listen to the tape we made before the unit began. Let's find out how much more we know now about jobs and work."

CLASS ACTIVITIES

1. Listen to the pretest tape.
2. Make a new tape as a post-test.
3. Free use of task cards.

SUMMARY

Children should feel free to comment on things they've learned. They should feel free to talk about things they've liked or disliked about certain lessons or the unit.

HOW WOULD YOU FEEL?

You need:

1. Artistic skill as an actor
2. Another person

Select one or more situations to act out for the class.

A. Your refrigerator is broken. The ice is melting. Water is all over the floor. Call a repairer for help. How would you feel when it is fixed? How do you think the repairer feels?

B. Your telephone is dead. You need to make an important call. How do you contact a repairer? How would you feel when the phone is repaired? How do you think the repairer feels?

ON STAGE!

You need:

1. Artistic skill as an actor

2. Another person

Select one or more situations to act out for the class.

A. Your car is not running. You need a new one. You shop at several new car agencies. You've found the right car at the right price! How do you feel? How do you think the car salesclerk feels?

B. You are looking for a new outfit to wear to a special birthday party. You look in many shops. You find a friendly salesclerk to help. How do you feel when you find just what you're looking for? How do you think the salesclerk feels?

ACTING IS FUN!

You need:

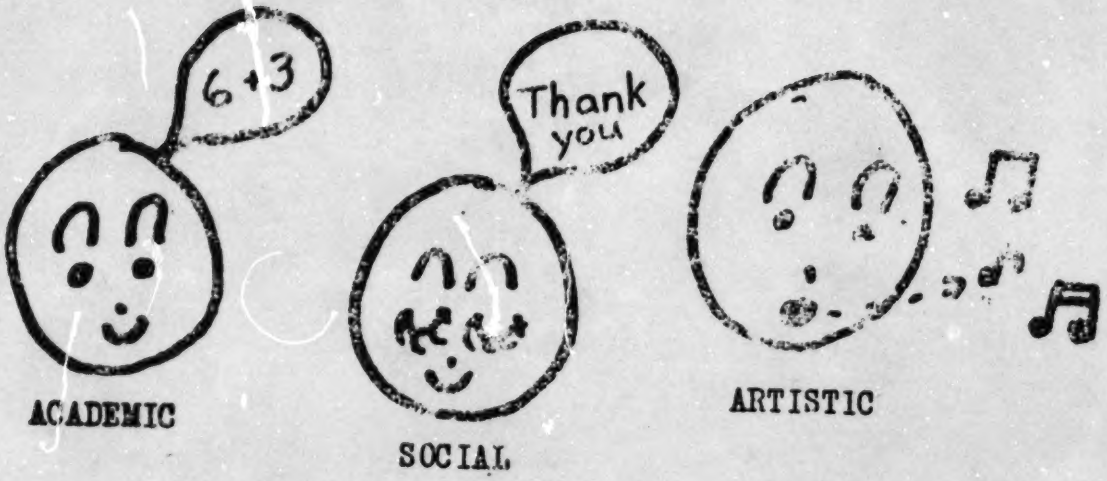
1. Artistic skill as an actor
2. Another person

Select one or more situations to act out for the class.

A. You are shopping for a special gift for your father. It will soon be Father's Day. A friendly clerk helps you find just what you're looking for. How do you feel? How do you think your father will feel when he gets his gift? How do you think the clerk feels?

B. Your piano is out of tune. You must have a piano tuner come to your home and tune it. How do you feel when your piano sounds new again? How do you think the piano tuner feels?

SKILLS



You need:

1. Flash cards (ACADEMIC, SOCIAL, ARTISTIC)
2. Three more people

Read the list slowly and carefully. Give each person a chance to select his card.

1. reading
2. spelling
3. math
4. writing
5. getting along with others
6. sharing
7. listening
8. drama
9. dancing
10. cooperation
11. making decisions
12. speaking
13. language
14. friendship
15. practicing independent direction or self-direction
16. playing instruments
17. social studies research
18. keeping room/desk clean, attractive and orderly
19. drawing
20. working with a teammate
21. working with small or large groups
22. following directions
23. singing

JOBS YOU ENJOY

You need:

1. pencil
2. paper
3. crayons

Choose a job you enjoy doing at home or at school. Write a sentence to tell about the job. Color a picture to show why you enjoy doing the job. Tell about skills you need to have so that you can do your job well.

THE WORLD OF WORK

Collage

You need:

1. large poster paper
2. magazines and newspapers
3. scissors
4. paste or glue

Cut out pictures of people working at various jobs, tools used to perform various jobs, classified ads, and other related material. Arrange the pictures attractively into a collage. Paste.

WHY WORK?

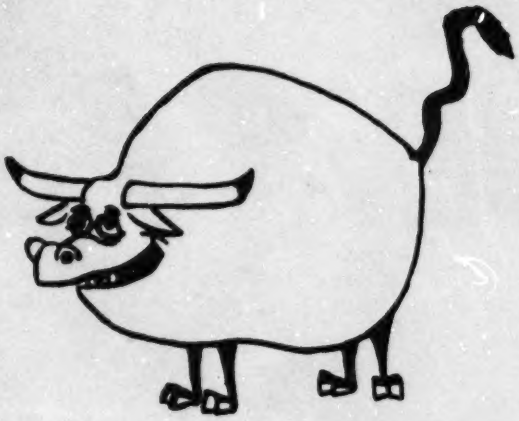
You need:

1. tape recorder
2. tape
3. partner

Choose one of the following situations. Talk about it with your partner. Record your ideas!

A. Some people have plenty of money. They do not need to work for money. Why do they work?

B. Some people can choose among several jobs that pay the same. How would a person like this decide which job to choose.



WORKER RIDDLES

You need:

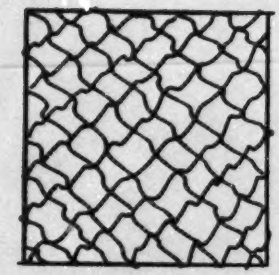
1. pencil
2. paper

Solve these riddles. Write your answer on a piece of paper. Write a riddle about some job you'd like!

A. My job is to help people keep their homes clean and neat. I wash and iron and vacuum and dust. Sometimes I cook and take care of children. WHO AM I?

B. I make ladies beautiful by using hair pins, curlers and permanent waves. WHO AM I?

C. I build sturdy houses and walls. I use a special kind of heavy blocks with cement between them. WHO AM I?

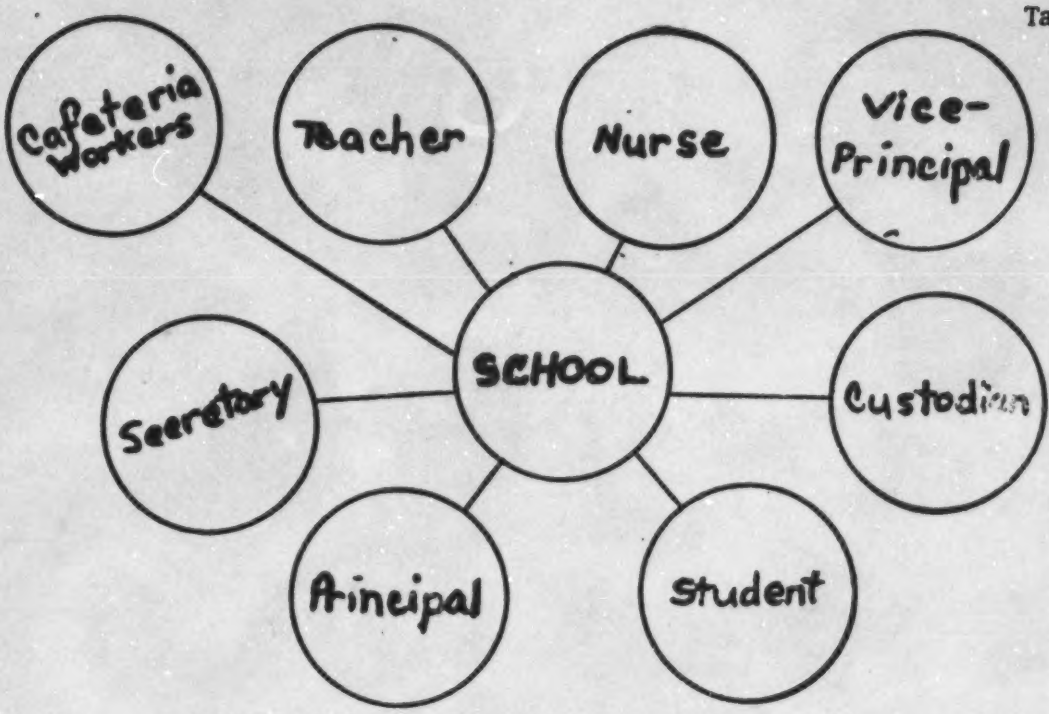


ARE YOU PUZZLED?

You need:

1. old magazines
2. tagboard
3. paste
4. scissors
5. small box or envelope
6. felt pens

1. Find and cut out a picture of someone working.
2. Paste it on tagboard.
3. Draw puzzle pieces.
4. Cut the pieces out.
5. Put the pieces in a box or envelope.
6. Label your puzzle.
7. Give it to a friend to work.



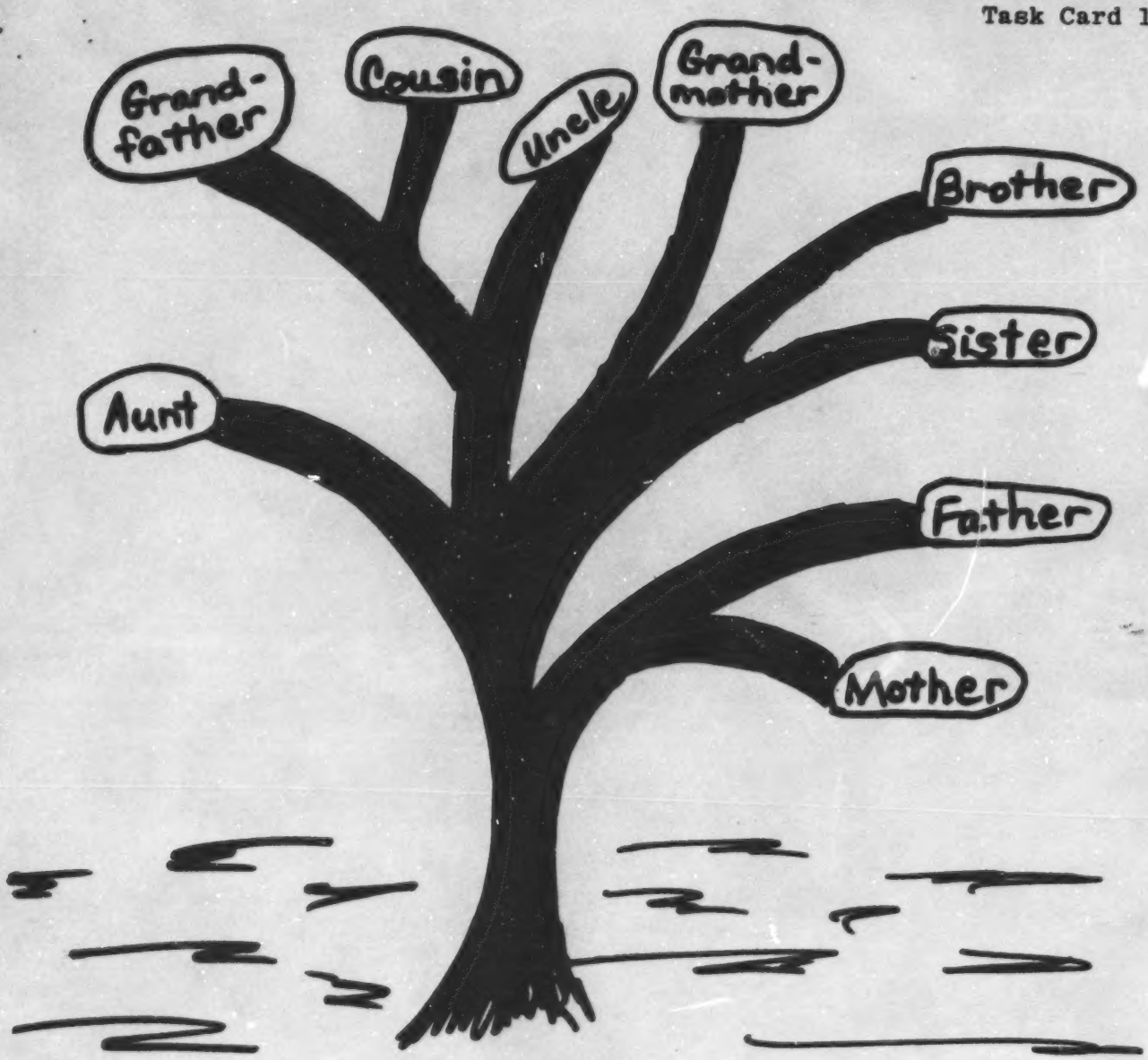
WORKER WHEELS

You need:

1. construction paper
2. felt pens
3. compass

Make a worker wheel by listing as many jobs as you can for one of these:

SCHOOL	GAS STATION
HOSPITAL	HOUSE CONSTRUCTION
BANK	AIRPORT
GROCERY STORE	TOY FACTORY



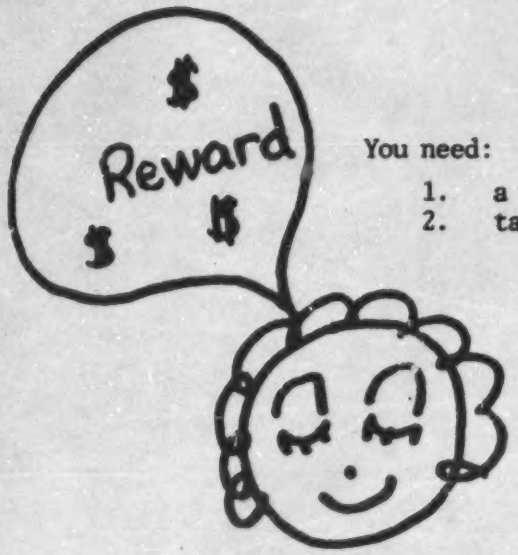
FAMILY WORKER TREE

You need:

1. construction paper
2. felt pens
3. compass

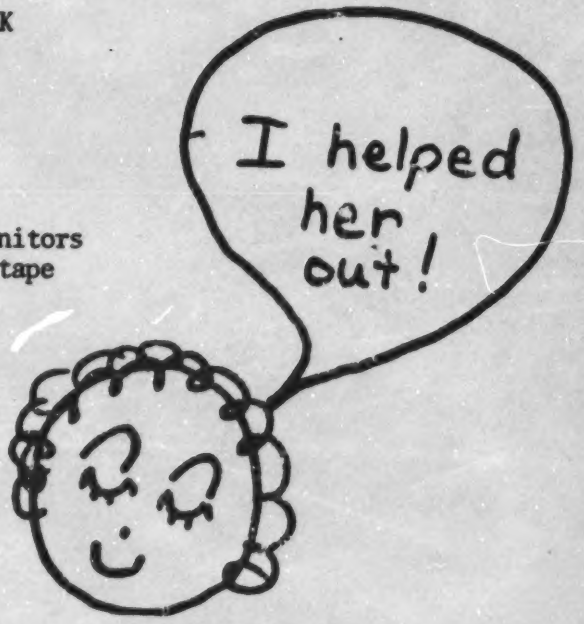
Draw a large tree with branches for many family members. Then list the jobs held by each member of your family.

THE VALUE OF WORK



You need:

1. a list of class monitors
2. tape recorder and tape

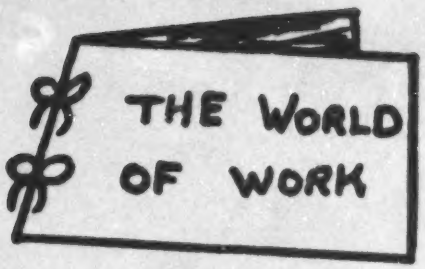


President
Vice-President
Cafeteria Helper
Nurse Monitor
Audio-visual Monitor

Secretary
Office Monitor
Patrol Officer
Ball Monitor
Bulletin Board Monitor
Library Monitor

Interview at least three of our classroom monitors. Ask each person to tell about his or her job. What is there about each task that makes the monitor happy and/or satisfield?

THE WORLD OF WORK SCRAPBOOK



You need:

1. construction paper
2. magazines and newspapers
3. scissors
4. paste
5. felt pens

Cut out pictures of people doing various jobs. Arrange them attractively and paste them on pages. Organize the pages in a scrapbook. Label your pages. Make an attractive cover.

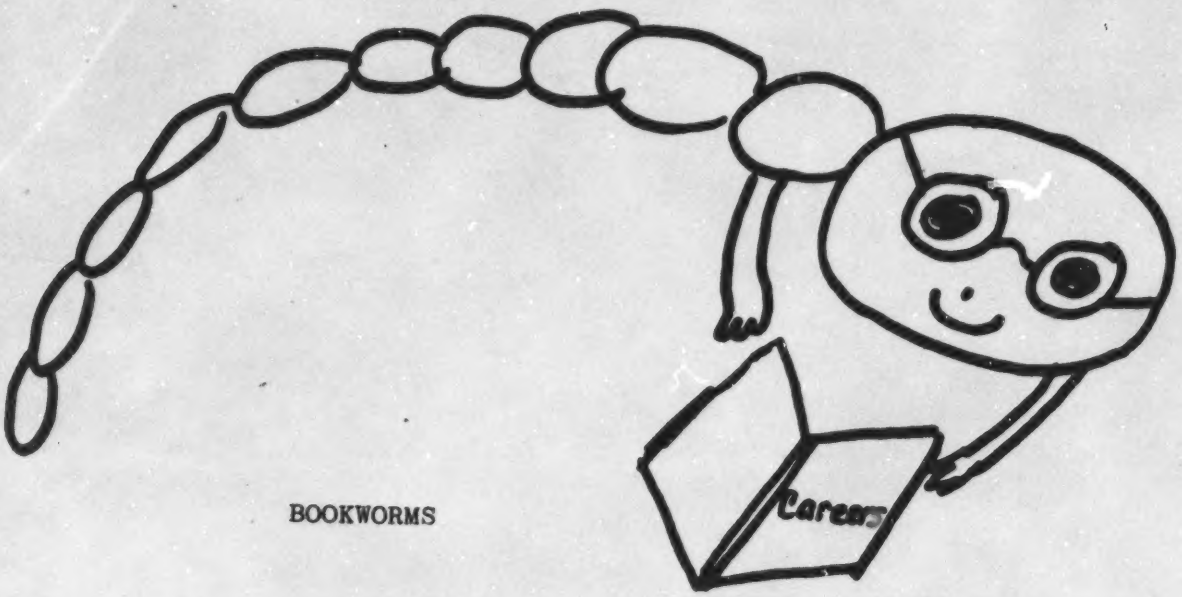
OBSERVE A WORKER

You need:

1. a piece of paper
2. pencil
3. a worker you can observe

Find someone you can observe at work. It could be someone who works at school. Be sure you get permission!

Observe for 20 minutes. Take notes. Be ready to tell the class what you observed. Can you name some skills the worker used?



BOOKWORMS

You need:

1. a book about careers from our book shelf or the library
2. pencil
3. paper

Choose a book about jobs that are interesting to you.

Read the book. Write a paragraph about some job.

A. Describe the job.

B. Tell what you would like about the job.

C. Tell what things you would dislike about the job.

HOW ARE JOBS ALIKE?

You need:

1. magazines
2. scissors
3. paper
4. felt pen

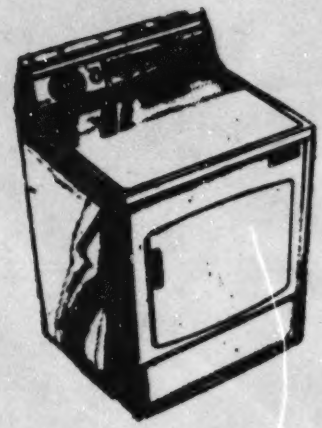
1. Cut pictures from magazines that show people working (at least ten pictures.)

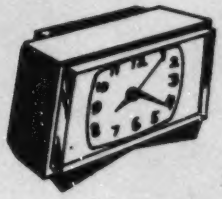
2. Group some of them because they are alike in some way. How are they alike? (Label this group.)

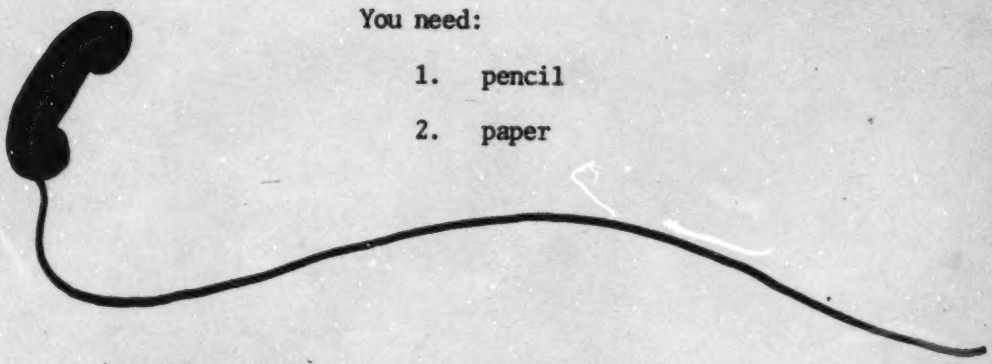
3. Group some more because they are alike in some way. How are these alike? (Label this group.)

How many groups can you make?

Living Made Easy



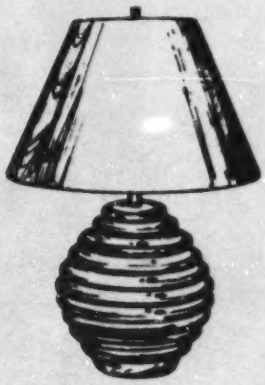


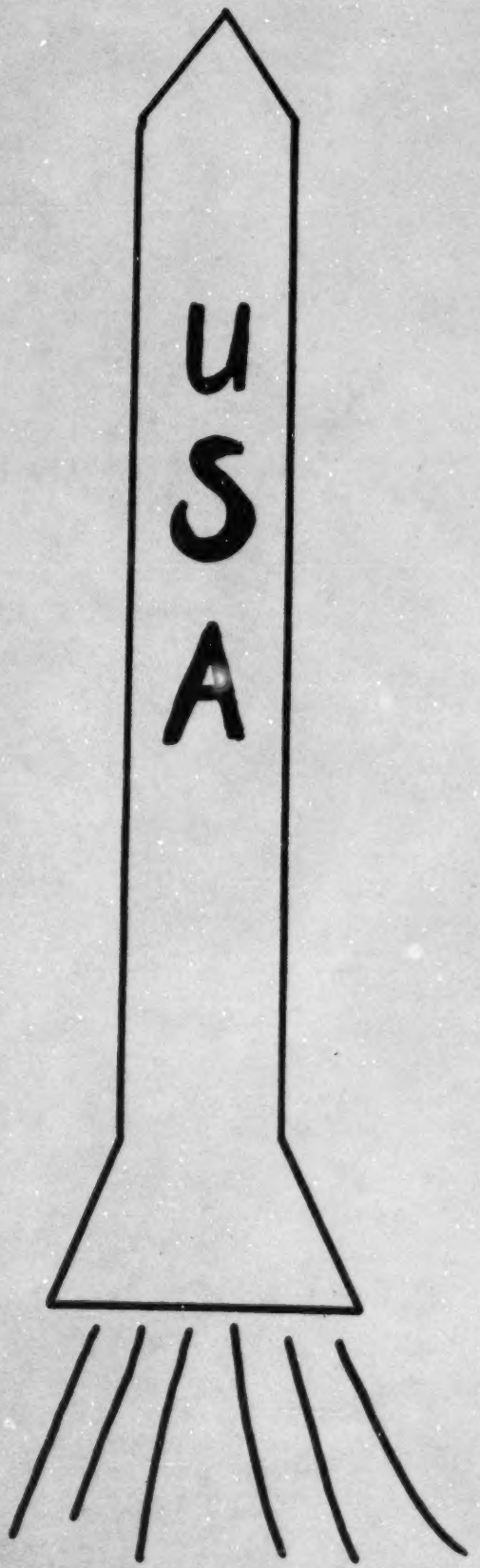


You need:

1. pencil
2. paper

Name three important inventions. List some jobs that are now possible because of each of these inventions.





OFF TO THE MOON!

You need:

1. pencil
2. paper

List some jobs that now exist that did not exist in your grandfather's youth.

List some jobs that now exist that did not exist in the days of the pilgrims.

WORK-RECREATION

You need:

1. magazines
2. scissors

1. Cut pictures from magazines that show people at work (5 or 6 pictures.)

2. Cut pictures from magazines that show people who are not at work (5 or 6 pictures.)

___ Which of the "work" pictures could be recreation for some people?

___ Why?

___ Which of the "recreation" pictures could be work for some people?

___ Why?

WHAT IS WORK?

You need:

1. paper
2. pencil
3. 2 or 3 classmates

1. Together, list five things that you think describe work.

2. Now, find the things below that you think fit your description of work.

____pumping gas in a service station

____life-guarding at a pool

____washing clothes

____pulling weeds

____delivering the mail

____feeding the animals in a zoo

____feeding a baby

3. Why did you leave out the ones that you did?

4. Would you change your description of work? How?